Product-Pitch Group Speech Critique for Self

I had overwhelmingly positive reviews on the introduction/attention-getter of the product-pitch for the Party Cup. Marissa and I had decided that we had to think of a tremendously impactful way to set the mood for our, more seriously toned than usual, product-pitch class presentation. Beginning the speech with a usually (somewhat) reserved female reading a quote as serious and heart-wrenching as, “I woke up in a strange bed with a man having sex with me…” (Loftness) was sure to get the audience’s attention. The mystery of the product and the seriousness of the quote led anticipations to rise in the crowd, as they could only assume and mentally predict how we would connect this quote to a product that could, supposedly, in some way effect/better this awful situation. By me personally stating the opening quote, my credibility was established in the room and for the audience until I could further prove my reliability when I spoke again later in the speech.

When I did speak again, we were just beginning the “Need” portion of our Monroe’s Motivated Sequencing. I began by sharing a short description of a study done by the American Psychology Association in regards to the prevalence of drink spiking. (Loftness) This caught the audience’s attention and helped me lead into results which I used to further exemplify the epidemic of drink doctoring. I used the statistics and ratios, like 1/10 vs 4/10, as impactful and memorable slide transitions to help solidify those data points in the minds of my listeners. As a reminder, those ratios refer to the proportion of responders who reported they knew someone, or they themselves had something slipped into their drink without knowledge or consent, as reported by the study from the APA versus our classroom analysis. (Loftness)

We split the speech up so that each of us would reference at both of our main aspects of the “Need” for our product, and moreover the entirety of our argument. Our main cases for the demand and purpose of the product, and overall speech, is to help prevent drink spiking and, less stressed but still discussed, underage and binge drinking. Midway through the speech I give several more useful—and persuasive, might I add—statistics. I discuss the National Advisory Council’s official definition of a “binge drink.” (Loftness) I purposefully stress these numbers because, as a college student and as an informed Freshman Mav, I know that at least a fifth of the class participated, or would participate in activities that could be classified as such during this former week of my speech— Halloweek. I then continue to elaborate on excessive drinking in relation to those who are underage. I state, “Underage drinking is considered a form of excessive drinking because it is both illegal and often involves consumption in quantities and settings that can lead to serious immediate and long-term consequences.” (Loftness) This quote re-jogs the memory of the audience of my initially stated quote from the female and her assault that I said in the introduction. This effectively connects, and full circles, the concepts we were introducing in the beginning to our Party Cup and its explanation.

My citations were very effective in my speech, as I have several times spoke of in previous sections. I was able to reference all of our main arguments as well as give a meaningful quote that would have undeniable memorability for the audience. My quotes connected to quotes given by my co-presenters and transitioned well, using words like “So,” “as you can see,” etc. (Meraz) Though we had quite a few citations and data points within the speech, it flowed well and, in my perspective, still felt very personal while being informal.

My delivery was good, but I felt could have been improved upon. I ran out of note cards so was unfortunately left with just my full sized script-outline. This was a cause for anxiety and therefore a decreased performance. However, I felt it we gave a convincing performance. I am not really a fan of group projects/speech. I feel like I usually end up doing a bulk of the work and feel I could have performed better individually. However this time I didn’t do everything and felt I did get some valid input from my peers, which was a refreshing. Our delivery could have also improved by us coordinating outfits as other groups did. That was a really nice touch.

References

Loftness, Bryn. *Product-Pitch Party Cup*. SPCH 102.

Colorado Mesa University, Grand Junction, CO. 26 Oct. 2017.

Meraz, Kikito. *Product-Pitch Party Cup*. SPCH 102.

Colorado Mesa University, Grand Junction, CO. 26 Oct. 2017.

Loftness, B (2017). *Notes for Product-Pitch Party Cup*. SPCH 102.  
 Colorado Mesa University, Grand Junction, CO. 26 Oct. 2017.

Rubric

Individual:

*Delivery (19/20)*

* Eye contact
* Effective vocal elements
* Language
* Nonverbal elements

*Citations (10/10)*

* 2 referenced sources cited correctly (1 @ 5)

Time: Unknown Total: 29/30